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ABSTRACT

Most recent educational developments in Austria are a direct result of the School Organization Act of 1962. This act, together with its five amendments, contains general provisions concerning school organization and specific regulations for types of schools, conditions of admission, syllabuses, course duration, and student teacher ratios. The Federal Ministry of Education and Arts was entrusted by the Act with administration, school inspection, and coordination of provincial and national activities. School attendance is compulsory until the age of 15 years. Specializations offered at the selective upper secondary level are college preparatory, technical, general, and teacher training. Tuition is not charged for higher education in 12 universities, six arts universities, and numerous technical colleges. Programs are also sponsored by the government in preschool education, remedial training for handicapped students, vocational training for boys, and domestic science for girls. Medical and teacher education were standardized in 1975 in the first stage of a general scholastic reform. The document lists over 330 German language sources of information on topics such as educational theory, history, policy, practice, and environment. (Author/DB)

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AUSTRIA: ORGANIZATION OF EDUCATION in 1975-77

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AUSTRIA:
ORGANIZATION OF EDUCATION IN 1975–77

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Organization of Education in 1975–77

(The following Austrian contribution to the subject "Organization of Education in 1975–77" [ED/BIE/CONFINTED/36/76] was compiled on the basis of a study by Dr. Johann Burger, head of the department for general educational affairs of the Federal Ministry of Education and Arts.)

I. Historical Background

In Austria, just as in other countries, the development of education was initiated by the mediaeval **monastery schools,** which, in addition to providing training for the ecclesiastic occupations, soon began to offer general education as well. The mediaeval universities were also ecclesiastical institutions, and their professors were frequently clergymen. The University of Vienna, which had been founded in 1365, reached its first heyday as early as in the 15th century.

The **municipal schools** were not founded by the Church. They first developed in the merchant towns, like the Municipal School of St. Stephen's in Vienna (mentioned already in 1237, school regulations of 1340). Subsequently, many Latin schools were established in Austria, first with clerical, later on also with secular teaching staff.

For the further development of Austrian education, the spreading of the "Society of Jesus" was particularly important, which took place within the scope of the Counter-Reformation: in 1552 the Jesuits founded a "college" (the Academic Grammar School) in Vienna and, later on, schools in Graz, Innsbruck and other places. Soon they gained great influence also in the universities. In 1586 they took over the newly established University of Graz; in 1662 the University of Vienna was merged with the Jesuit school. After the dissolution of the Jesuit order in 1773, education was increasingly placed under state supervision.

Particularly three regulations were important for Austrian education in the late 18th and 19th centuries, with effects partly felt even today:

By the **General School Regulations for the German Normal, Upper Primary, and Trivium Schools** (General School Regulations of Maria Theresia; 1774) three types of school were created: the one- or two-grade trivium schools (in smaller towns and in the rural parishes, with the teaching subjects religious instruction, reading, writing and arithmetic); the three-grade upper primary schools (in larger towns, with the additional subjects Latin, drawing, geometry, geography and history, all subjects being taught in an elementary form); the four-grade normal schools (in the provincial capitals, with the additional subjects language instruction, mechanics and physics, furthermore with subjects for the training of teachers).

By the **Imperial Primary School Act** (1869) eight-year compulsory school attendance was introduced, and the primary school was set up as the place where a broad elementary education should be offered. The former

upper primary schools were taken over into the new system as (three-year) "Bürgerschulen" (higher-grade elementary schools). These Bürgerschulen remained limited to the municipal area; they had the task of imparting to their pupils an education going beyond the educational target of the general primary school. After 1918 they were replaced by the four-grade Hauptschule (compulsory secondary general school) (Compulsory Secondary General School Act; 1927), which was based upon a four-year primary school, could be conducted in two streams, and was adjusted to the lower division of the top-level secondary school.[1] The Imperial Primary School Act also reorganized the training of primary school teachers. It was now offered in four-year normal schools and terminated with a leaving examination, a form of organization which remained essentially unchanged till the introduction of the Pädagogische Akademien (teacher-training academies).

By the **Draft on the Organization of the Gymnasien (Arts Grammar Schools) and the Realschulen (Non-classical Secondary Schools) in Austria** (in short "Organization Draft"; 1849) the upper grades of the arts grammar school were detached from the Philosophic Faculty, the matriculation examination was introduced as the basis for a study at the university, and the eight-grade Gymnasium (arts grammar school) – as the prototype of the secondary general school – was created. Secondary general education was to be offered by the teaching of the classical languages, but also by the teaching of mathematics, natural sciences and modern languages. The Realschule (non-classical secondary school) was also included in the Organization Draft; it was first organized on a six-grade basis, but later on extended to a seven-grade secondary school (with leaving examination, giving its graduates the chance to study technology). In the First Republic this type of school was also extended to eight grades (Secondary School Act; 1927). As early as in 1908 the (eight-grade) Realgymnasium (science grammar school), which was to become the most frequented type of secondary school, was introduced in addition to the Gymnasium (arts grammar school) and the Realschule (non-classical secondary school).

In the period after the First World War the development of education was determined particularly by the above-mentioned acts of the year 1927. The Secondary School Act created the following four types: Gymnasium (arts grammar school), Realgymnasium (science grammar school), Realschule (non-classical secondary school), and Frauenoberschule (top-level secondary general school for girls); as special categories the Arbeitermittelschule (grammar school for employed persons) (an evening school for employed persons in eight half-year courses), the Aufbaumittelschule, a grammar school designed for students who had completed the first eight grades of primary school and for late starters were introduced.

The extension of technical and vocational education in Austria has been closely connected with the development of the economy and of technolo-

[1] Therefore also called "secondary school – type (b)", as opposed to "secondary school – type (a)" giving access to higher education.

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gy. The earliest schools of this type were founded in the 17th and 18th centuries, and from the very beginning a parallel development of part-time vocational schools for apprentices and full-time technical and vocational schools was envisaged. A rapid expansion of all these schools set in during the latter half of the 19th century. The emerging structure provided for three levels of instruction: the part-time vocational school providing instruction up to the level of skilled worker, the medium-level secondary vocational school providing full-time instruction somewhat beyond the level of skilled worker, and the top-level secondary technical schools leading to technician level and, since the first quarter of the twentieth century, giving access to higher education. Schools of these three levels are also classified by specialization: technology (with numerous subspecializations), business, service occupations (domestic science, catering, tourist trade, social work).

In the second half of the 19th century also medium-level and top-level secondary agricultural education began to develop.

II. Country and Population

Austria covers an area of 83,849 sq. km. (32,384 square miles) and has a population of approximately 7.5 million inhabitants. Austrian neutrality, the length of the federal border and the large number of neighbour states result in manifold relations with foreign countries. Austria is a federal republic with nine federal provinces: Burgenland, Carinthia, Lower Austria, Upper Austria, Salzburg, Styria, Tyrol, Vorarlberg, and Vienna (at the same time federal capital). The character of the country is essentially determined by the Alps and the river Danube; the share of the Eastern Alps in the federal territory amounts to 60 per cent.

In the 20th century Austria has developed from an agricultural state into an industrial state. Approximately 60 per cent of the population already live in agglomeration areas; 50 per cent of all workers and employees work in trade and industry. With the economic development also the demand for qualified workers in all branches of trade and industry has increased, resulting in the necessity of raising the general level of education.

German is the native tongue of 99 per cent of the Austrian population. In addition, there are small Slovenian, Croatian and Magyar minorities.

III. Legal Foundations of Education

After 1945 the Austrian system of education was reconstructed on the basis of the pre-war legal provisions and was further developed within the scope of these provisions. In particular medium-level and top-level secondary technical education took a tremendous rise, the share of general education in this type of instruction being significantly increased. As a consequence of this development it was possible to essentially broaden the access to university study for pupils having finished top-level secondary technical schools.

In the First Republic the "special regulation by federal act" of the spheres of activity of the federal government and the provinces in the fields of education, instruction and adult education – required by the Federal Constitutional Act of 1920 – had not been issued. Only in 1962, after difficult negotiations on educational policy, did it become possible to create an all-encompassing School Organization Act.

The School Acts passed in 1962 mark the beginning of a legal reorganization of the Austrian school system, whose external legal status is essentially regulated by them.

Under the hierarchy of the Austrian legal system, the first area to be regulated by the

Federal Constitutional Act of 18 July 1962

was the competency of federal and provincial authorities in the field of education and schooling, thus affording a basis for the 1962 School Acts. This constitutional act defines the term "legal school-maintaining authority", which may be a federal or provincial agency. Schools established and maintained by the legal school-maintaining authority are **public schools;** they are universally accessible. Schools which are not public are **private schools;** they are to be accredited under the legal provisions of the Private School Act. The Act is also the basis for the reorganization of the federal school authorities in the provinces and districts; these school authorities are termed **provincial school board** and **district school board,** respectively.

Under the

Federal School Inspection Act
(Federal Act of 25 July 1962),

school administration and school inspection are carried out on behalf of the federal authorities by the Federal Ministry of Education and Arts, the provincial school boards subordinate to it, and the district school boards subordinate to the provincial school boards.

The

Compulsory Schooling Act
(Federal Act of 25 July 1962)

regulates **compulsory general schooling** between the ages of 6 and 15 years and **compulsory technical schooling** completing the training of apprentices in business and industry by part-time instruction at the compulsory technical school (dual system of vocational training). Compulsory general schooling may be undergone not only by attending a school but also by receiving equivalent instruction. Completion of compulsory general schooling is also a prerequisite for entering into an apprenticeship in business or industry. Compulsory technical schooling starts upon entering into such an apprenticeship and lasts until the end of the apprenticeship. The period of apprenticeship varies between 2 and 4 years but is 3 years in most cases.

The

Private School Act

(Federal Act of 25 July 1962)

regulates the establishment and operation of private schools and private student boarding houses, accreditation of private schools, subsidies to private schools, inspection of private schools, and administrative competencies.

The

School Organization Act

(Federal Act of 25 July 1962)

is the core of the 1962 School Acts, containing for the first time an all-encompassing enumeration and systematic regulation of most types of schools. With 5 amendments passed in 1965, 1966, 1969, 1971, and 1975, modifications, complementations, and new regulations have been added.[1]

The first chapter of the act contains general provisions concerning school organization. It deals with the general aims of the Austrian school, the categorization of the Austrian school system by the criteria of educational content and academic level, also the universal accessibility of public schools, the principle of free tuition at public schools, the general structure of syllabuses, as well as provisions for pilot projects and definitions of terms. The second chapter contains special provisions concerning school organization. It deals with the individual types of schools and their aims, forms of organization, conditions of admission, syllabuses and course durations, forms of completion, numbers of students per class, teachers, and heads.

Finally, the 1962 School Acts also included an Amendment to the

Religious Instruction Act

(Federal Act of 13 July 1949),

which contains new regulations of religious instruction at school.

Special legal regulations for the linguistic minorities in Austria (in the federal provinces of Burgenland and Carinthia) have remained essentially unaffected by the reorganization of the school system enacted in 1962.

In 1963, the basic principles concerning the competency of the federal provinces in establishing, maintaining, and closing public compulsory schools, as originally enacted in the

Act Concerning Basic Principles for Public-School Maintenance

(Federal Act of 13 July 1955)

were adapted by an amendment to the new legal situation created by the 1962 school acts.

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[1] For the 5th Amendment to the School Organization Act compare page 31 f.

The

School Periods Act

(Federal Act of 16 July 1964)

contains regulations concerning the school year, the instructional year, school days, holidays and vacations, lessons (periods), and breaks.

For the federal public schools in the field of training for agriculture and forestry, provisions essentially analogous to those of the School Organization Act are contained in the

Act Concerning Federal Schools of Agriculture and Forestry

(Federal Act of 14 July 1966).[1]

The field of training for nurses and in medico-technical professions is regulated by a

Federal Act of 22 March 1961

with amendments thereto, the latest amendment passed in 1975, while the training of midwives comes under the

Midwives' Act

(Federal Act of 12 November 1963).

For the further development of the school system, three acts in the field of social policy must also be considered to be of major importance. The

Studies Promotion Act

(Federal Act of 22 October 1969)

and the

Student Grants Act

(Federal Act of 8 June 1971)

give students the legal right to study grants and talent scholarships (university and other post-secondary courses) or to school grants and boarding grants (secondary schools); social need and academic success as the prerequisites for such grants are defined, as well as their types and amounts and questions of procedure.

In addition, the

Federal Act of 9 July 1972,

an Amendment to the Family Load Distribution Act of 24 October 1967, contains provisions regulating students' legal title to free rides to and from school and to free textbooks.[2]

Finally, some acts must be mentioned in the context of external school organization even though they cannot be called school laws proper, since they touch certain partial aspects of external school organization.

The

Vocational Training Act

(Federal Act of 26 March 1969)

regulates the training of apprentices in business and industry. Under this law, an apprentice is defined as a person receiving vocational training in an apprenticed trade and employed concomitantly with such training. The

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[1] For the remaining agricultural schools, compare page 30 f.

[2] With regard to social security for students, cf. page 33.

Act also contains provisions for the release of the apprentice for attending part-time instruction at the part-time compulsory technical school and in particular for the credit awarded towards the duration of the apprenticeship period or as an alternative to the end-of-apprenticeship examination if a person has attended full-time schools.

The

Engineers Act

(Federal Act of 23 November 1972)

regulates among other things the conditions for the award of the title of "engineer" to graduates of certain types of schools enumerated in the School Organization Act and in the Act Concerning Federal Schools of Agriculture and Forestry.

The internal regulation of school instruction rather than its external organization is the subject of the provisions of the

School Instruction Act

(Federal Act of 6 February 1974).

This act applies to the types of schools enumerated in the School Organization Act, with a handful of exceptions. An amendment passed in 1977 has extended its coverage to the federal schools of agriculture and forestry. It creates a clearly defined legal situation particularly in the following areas: admission of students, admission and aptitude tests, timetables, compulsory and optional subjects, teaching aids, assessment of student achievement, promotion to the next grade, skipping and repetition of grades, transfer to another type of school, maximum duration and termination of school attendance, matriculation examinations and other final examinations, extramural examinations; duties of students, educational duties of the school and the school's obligation to inform parents, functions of heads; co-administration by students and school community as the basis of cooperation of teachers, students, and parents; school health; pilot projects.[5]

For the schools training physical-training teachers and sports instructors, both the external organization and the internal regulations are covered by a

Federal Act of 6 February 1974.

Finally, legal regulations concerning the university studies leading to teacher certification also indirectly affect the external and particularly the internal development of the school system. Provisions concerning, among other things, these teacher certification studies at universities, i. e. the training of teachers for certain categories of schools and subjects or groups of subjects, are contained in the

General University Studies Act

(Federal Act of 15 July 1966)

as the common legal basis of all university studies.

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[5] Compare page 33

Other important acts in the field of higher education of recent years include the

Arts Universities Organization Act
(Federal Act of 21 January 1970),

the

Arts Universities Regulations
(Federal Act of 3 February 1971).

At present Austria has twelve universities and six arts universities: the traditional universities in Vienna, Graz, Innsbruck, Salzburg; the renamed Technological Universities (Technische Universitäten) in Vienna and Graz; the University of Agriculture (Universität für Bodenkultur), the University of Veterinary Medicine (Veterinärmedizinische Universität), and the University of Economics and Business Administration (Wirtschaftsuniversität) in Vienna; the University of Mining and Metallurgy (Montanuniversität) at Leoben; Linz University (Universität Linz); the University of Educational Sciences (Universität für Bildungswissenschaften) in Klagenfurt; the Schools of Music and Dramatic Arts (Hochschulen für Musik und darstellende Kunst) in Vienna, Graz, Salzburg; the Academy of Fine Arts (Akademie der bildenden Künste), the School of Applied Arts (Hochschule für angewandte Kunst) in Vienna and the School of Artistic and Industrial Design (Hochschule für künstlerische und industrielle Gestaltung) in Linz.

The

University Fees Act
(Federal Act of 15 February 1972)

abolished all charges for Austrian students at the universities and other institutions of higher learning.

On April 11, 1975 the

University Organization Act
(Federal Act of 11 April 1975)

was passed by the Nationalrat; it came into force on October 1, 1975. This act embodies the following principles and aims: freedom of academic research and teaching; combination of research and teaching; democratization of the universities; cooperation between teachers and students; freedom of study; a structure that guarantees transparency in the field of policy and decision-making; the socially responsible university in cooperation with, and as a preparatory institution for, social development.
The most important innovations of the University Organization Act are the following: there are only Universitäten (universities) instead of Hochschulen; the large faculties (law, philosophy, etc.) shall be subdivided into smaller units); the universities shall be "autonomous within certain limits" with regard to their budgets; organization on the basis of faculties will be maintained but, within the faculties, the institutes shall form subject-oriented units. The main aim of the structural reform is the improvement of university administration by rationalization.*

* In this context compare also page 35

As far as adult education is concerned, the

Federal Act of 21 March 1973

mainly regulates the terminology, the types and recipients as well as the prerequisites and other conditions of federal subsidies and determines the organizational measures to be taken for this purpose.

As a final remark in the context of the legal foundations of the Austrian educational system, the **civil service laws** affecting the rights, duties, and remuneration of teachers also have the status of federal acts, while the rights, duties and salaries of teachers employed at private schools – excepting those provided by the state to subsidize these schools (Private School Act) – are defined by labour contracts under civil law.

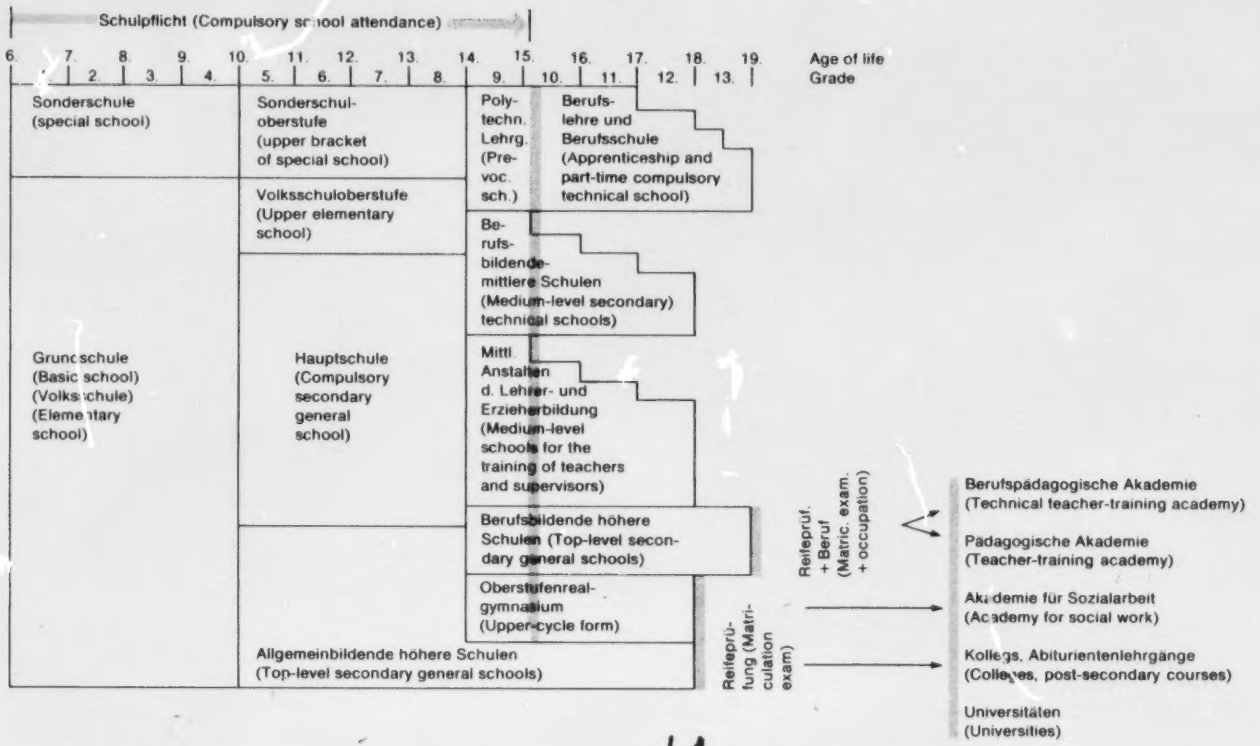
IV. Subdivisions and Structure of the Educational System

The organization of the Austrian school system as determined by the School Organization Act of 1962 (taking into account the various amendments) is shown by the following survey:

Institutions of pre-school education may be seen as preparatory to the school system proper, which covers the following age bracket and may be usefully categorized – for Austria – into **general schools, technical schools, teacher-training schools,** the last-mentioned group being treated separately, even though, like the technical schools, they offer professional training within the educational system. The other categorization is by academic levels into **compulsory schools, medium-level secondary schools, top-level secondary schools, academies.**
This principle leads to the distinction of the following categories of schools within the Austrian system of education:

Compulsory general schools	Compulsory technical schools	
	Medium-level secondary technical schools	Medium-level secondary teacher-training schools
Top-level secondary general schools	Top-level secondary technical schools	
	Technical academies	Teacher-training academies

Finally a difference is made within individual types of school, according to the organization of the curriculum, between **standard forms** and **special forms.** The standard forms constitute the normal structure of the school system; students are typically children or young people who pass through the various types of schools from the start of compulsory schooling


Schulpflicht (Compulsory school attendance)
6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. Age of life
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. Grade
Sonderschule (special school)
Sonderschul-oberstufe (upper bracket of special school)
Poly-techn. Lehrg. (Pre-voc. sch.)
Berufs-lehre und Berufsschule (Apprenticeship and part-time compulsory technical school)
Volksschuloberstufe (Upper elementary school)
Be-rufs-bildende-mittlere Schulen (Medium-level secondary) technical schools)
Grundschule (Basic school) (Volksschule) (Elementary school)
Hauptschule (Compulsory secondary general school)
Mittl. Anstalten d. Lehrer- und Erzieherbildung (Medium-level schools for the training of teachers and supervisors)
Berufsbildende höhere Schulen (Top-level secondary general schools)
Oberstufenreal-gymnasium (Upper-cycle form)
Allgemeinbildende höhere Schulen (Top-level secondary general schools)
Reifeprüf. + Beruf (Matric. exam. + occupation)
Reifeprü-fung (Matri-culation exam)
Berufspädagogische Akademie (Technical teacher-training academy)
Pädagogische Akademie (Teacher-training academy)
Akademie für Sozialarbeit (Academy for social work)
Kollegs, Abiturientenlehrgänge (Colleges, post-secondary courses)
Universitäten (Universities)

without interruption by phases of professional activity (except holiday jobs). Special forms, however, are curricula with a distinct organization attached to certain types of schools; they accept students satisfying special conditions of previous schooling or job experience or age and lead them to completions analogous to those of the standard form of the corresponding type or indeed surpassing them (e. g. by affording a higher level of technical or professional qualification).

Within the category of top-level secondary general schools, another distinction, also by the form of organization of the curriculum, is into **two-cycle forms** and independent **upper-cycle forms.**

In addition, it must be remarked in this context that as a rule **extramural examinations** covering the subject matter of one or more subjects for one or more grades may be taken before special boards even without previous attendance at these subjects and/or grades, so that part objectives of training or indeed the regular completion of the type of school in question may be attained (School Instruction Act).

The following sections of this chapter give a survey of the various categories of schools with their types, with an indication of the main features in each case.

Pre-school education

Pre-school education includes all measures to promote the development of the total personality of a child from birth to school entrance. Under this definition, the following institutions of pre-school education may be distinguished: the family; facilities aiming to complement education in the family; facilities for assuring a good start in formal education (and hence for the enhancement of chances of success at school).

Initiatives and activities of public and private bodies have long been in existence in Austria; a new aspect is the intensity of efforts for an integration of pre-school education into the total educational system.

With regard to **pre-school education in the family,** the primary aim in Austria is to maintain the child's family context (e. g. by the legally guaranteed right of working mothers to a subsidized leave of absence). Changes in the social situation and the concomitant changes in family structure, however, tend to produce cases where parents are not fully up to their tasks of child education and upbringing. This know-how gap requires facilities for parent education in order to intensify parents' educational capabilities. This is why a wide variety of activities for the promotion of parents' educational capabilities is undertaken both under the auspices of institutions of adult education and by the competent provincial and federal authorities. Meetings, seminars, courses and individual lectures deal with the relevant groups of problems; lecturers in parent education are trained and kept up to date. In addition, the 2,400 People's Libraries under the auspices of the Federal Ministry of Education

and Arts also strive to advise parents particularly in matters of education and to facilitate their access to relevant literature.

Furthermore, the programmes of the mass media attempt to motivate adults towards an active attitude in the solution of personal, family, and educational problems, which involves the development of those aptitudes required for the proper care, upbringing and support of children.

Another particularly effective facet of parent education is the collaboration of parents and nursery school, which has a long and satisfactory record in Austria. This involves individual counselling sessions and P.T.A. meetings attended by nursery-school teachers, fathers, and mothers, where topical questions of pre-school child-rearing and education are discussed and an understanding of problems of education and their child-centred solution is awakened by means of commenting on the behaviour and performance of individual children.

With regard to the **facilities for complementing education in the family,** for children less than a year old, education in the family may be complemented by infant day-care centres; for children between the ages of one and three years, day-care centres are provided. Finally, for children between the ages of three and six years, nursery schools are operated, both as a complement to education in the family and as a means to ensure a good start in formal education.

The Austrian **nursery school** system is entrusted to the provinces in both legislative and executive matters. There are 9 Provincial Nursery School Acts, corresponding to the number of Austrian provinces, which are identical in their essential points.

Under these legal provisions, attendance of nursery school is optional. There is no intention to institute any compulsory pre-schooling. Nursery schools will only accept children at least 3 years old; attendance of nursery school ends when the child is admitted to a school, hence as a rule at the age of 6 years.

The aims of nursery-school activities are directed towards the promotion of the child's total personality. Nursery schools are expected to acquit themselves of this task by having children act in small groups, by making provision for individual forms of activity and work, by systematically offering a wide range of games and material. First and foremost, the child at nursery school should have the chance to gain experience by proper play without the pressure of time or achievement.

Running a nursery-school group presupposes certification as a nursery-school teacher. Pedagogical work in nursery school is supervised and counselled by special (woman) inspectors.

Concerning the organization of nursery schools, there are differences between all-year and seasonal nursery schools, and, by their daily opening hours, between full-day and half-day nursery schools.

Developments and trends in nursery-school education are primarily characterized by a continuous rise in the number of children attending nursery schools; not only the absolute numbers of children attending nursery schools are increasing, but also and in particular the proportion of the three-to-six-year-olds attending nursery schools.

The **facilities for assuring a good start in formal education,** which are also expected to assure improved chances of success in primary education, include the nursery schools described above, particularly in the context of their pilot projects and models and, for instance, of remedial education for handicapped children. In addition, pilot projects have been undertaken in the last few years in the field of kindergartens, which serve to identify and support children of compulsory general schooling age whose admission to primary school has been deferred owing to deficiencies of aptitude.

Allgemeinbildende Pflichtschulen (compulsory general schools) **Volksschule** (or **Grundschule**) (elementary school or basic schooling) covers grades 1 to 4 and gives a basic education common to all students. There are legal provisions for continuing the curriculum of Volksschule through grades 5 to 8 (upper elementary school), but the fulfilment of compulsory general schooling in grades 5 to 8 by attending an upper elementary school is only possible under certain conditions; hence Volksschule is operated for grades 5 to 8 in a few rural districts only.

Hauptschule (compulsory secondary general school) covers grades 5 to 8; admission into Hauptschule is conditional upon successful completion of grade 4 of Volksschule/Grundschule. Hauptschulen are operated with two streams, the two streams being differentiated by their syllabuses and by the academic requirements.

Sonderschulen (special schools) cover grades 1 to 8. They give remedial instruction to physically or mentally handicapped children, giving them as far as possible an education corresponding to Volksschule or Hauptschule, and prepare them for entering the labour market.

The **Polytechnischer Lehrgang** (pre-vocational school) covers grade 9 only. Its aim is to enhance students' basic general education and to give them a vocational orientation.

Allgemeinbildende höhere Schulen (AHS) (top-level secondary general schools)
Two-cycle form: **Gymnasium, Realgymnasium, Wirtschaftskundliches Realgymnasium für Mädchen** (early-Latin type, standard type, home-economics type).
Upper-cycle form: **Oberstufenrealgymnasium**

The two-cycle form covers 8 grades (5 to 12) and is subdivided into the lower cycle (grades 5 to 8) and the upper cycle (grades 9 to 12).

The upper-cycle form covers 4 grades (9 to 12); it may be preceded by a transition class.

In addition, special forms serve to train certain categories of students, particularly adults in gainful employment. The curriculum of the AHS is terminated by the **Reifeprüfung** (matriculation examination); passing the Reifeprüfung carries particularly qualification for university studies, but also some – though rather limited – professional qualifications.

The differences between the various types of AHS in the upper secondary bracket are defined by the syllabuses, which, however, also show a common core.

Compulsory subjects common to all types are: religious instruction, German, two foreign languages (at least one of which must be a modern language), history and social science, geography and economics, mathematics, biology, chemistry, physics, introductory philosophy, music, art, and physical training; also optional subjects and optional exercises complementing compulsory instruction.

In addition to these, however, the individual types (upper cycles) are characterized by differences in compulsory subjects provided by the syllabuses, with a subdivision into branches both for the early-Latin and for the standard types.

The **Gymnasium** (early-Latin type) continues the 2 foreign languages taken up in its lower cycle (one modern language and Latin); it is subdivided into 3 branches, viz.

Humanistisches Gymnasium (classical branch) with Greek as a third foreign language (classes 5 to 8),

Neusprachliches Gymnasium (modern-language branch) with a modern language as the third foreign language (classes 5 to 8), and

Realistisches Gymnasium (mixed branch) with intensified instruction in mathematics and scientific subjects (classes 5 to 8) instead of a third foreign language.

The **Realgymnasium** (standard type) continues the modern language taken up in its lower cycle (classes 5 to 8); it is subdivided into 2 branches, viz.

Naturwissenschaftliches Realgymnasium (science branch) with Latin (classes 5 to 8) and either descriptive geometry or instead intensified instruction in biology, physics, and chemistry (classes 7 to 8), and

Mathematisches Realgymnasium (mathematics branch) with a second modern language (classes 5 to 8) and descriptive geometry (classes 7 to 8).

The **Wirtschaftskundliches Realgymnasium für Mädchen** (home-economics type) continues the modern language taken up in its lower cycle (classes 5 to 8) and offers in addition another modern language or Latin (classes 5 to 8), also handicraft (class 5), food science and home economics (classes 7 to 8), and education (classes 6 to 8).

Since 1 September 1976, a reorganization and extension of the independent upper-cycle form has featured an **Oberstufenrealgymnasium** with 3 alternative majors (instrumental music/descriptive geometry/sciences), which replaced the former Musisch-pädagogisches Realgymnasium (arts-and-education type).

The special forms of AHS are organized similarly to the independent upper-cycle form; they are also attended by older people who may have lost contact with schools and can be suitably assisted in the special forms.

In analogy to the classification of the standard forms, **Aufbaugymnasium** (language-oriented type) and **Aufbaurealgymnasium** (science-oriented type) must be distinguished; they each comprise a transitional class followed by 4 grades (classes 5 to 8); the function of the transitional class, which is compulsory in these schools, corresponds roughly to that of its counterpart in the former arts-and-education type. The syllabus of the language-oriented type is based on that of the classical or modern-language branch, while that of the science-oriented type is based on the science branch with descriptive geometry.

Further special forms are **Gymnasium für Berufstätige** (science type for employed persons) and **Realgymnasium für Berufstätige** (mathematics type for employed persons), offering part-time instruction (night schools). These special forms, which comprise 9 semesters with syllabuses corresponding roughly to those of the mathematics and science branches, respectively, are intended for students aged at least 17 years who have entered gainful employment.

Of the types and branches mentioned, a given school will operate no more than 3 at a time; in larger cities with several AHS, all of them can as a rule be found.

Regular completion of all types within the category of AHS is effected by means of the **Reifeprüfung** (matriculation examination), which comprises 2 parts: a written examination (subjects: German, mathematics, a foreign language, and another compulsory subject characteristic of the type) and an oral examination taken before a board (3 subjects chosen by the candidate) 4 weeks after the written examination. The assessment of the candidate's achievement is recorded in his matriculation certificate.

Berufsbildende Pflichtschulen (compulsory technical schools).

These schools are organized to start with grade 10, but students who have attained an age of 15 years are admitted notwithstanding the grade they have previously attended.

Gewerbliche und kaufmännische Berufsschulen (compulsory industrial and commercial schools) complement the apprentices' training in industry or business by a part-time instruction in the field concerned. These schools cover as many grades as will correspond to the duration of the apprenticeship (i. e. 2, 3, 3½, or 4 grades).

The **Hauswirtschaftliche Berufsschulen** (compulsory domestic-science

schools) are only compulsory for girls in Vorarlberg in certain circumstances; they cover 2 grades.
The **Land- und forstwirtschaftliche Berufsschulen** (compulsory technical schools in agriculture and forestry), covering 1 to 3 grades, complement the training of young people engaged in these fields.

Berufsbildende mittlere Schulen (medium-level secondary technical schools).
They include
Technische, gewerbliche und kunstgewerbliche Fachschulen (medium-level secondary industrial, trade, and commercial-art schools),
Handelsschule (medium-level secondary commercial school),
Fachschulen für wirtschaftliche Frauenberufe (medium-level secondary domestic-science schools),
Fachschulen für Sozialberufe (medium-level secondary schools for social occupations),
Landwirtschaftliche Fachschulen (medium-level secondary agricultural schools).

These schools, most of which are further subdivided into specializations, cover 1, 2, 3, or 4 grades and as a rule presuppose completion of grade 8, but here, too, there are schools and particularly special forms for adult students. Completion of medium-level secondary technical schools carries professional qualifications whose amount varies according to the duration of the curriculum concerned. In the commercial field, the Handelsschule is supplemented at a lower academic level by **Büro- und Verwaltungsschule** (office and administration school) and by **Büroschule** (office school); these two schools, however, are not among the types of schools regulated by the School Organization Act but are only operated as private schools chartered under the Private School Act.

In addition, there are training institutions comparable to medium-level secondary technical schools, such as **Allgemeine Krankenpflegeschulen, Kinderkrankenpflegeschulen, Ausbildungsstätten für die psychiatrische Krankenpflege** (schools of general nursing, child nursing, and psychiatric nursing), **Schulen für den medizinisch-technischen Fachdienst** (medico-technical schools), and the **Bundeshebammenlehranstalten** (federal schools of midwifery) under the venue of the Federal Ministry of Public Health and Environmental Protection.

Berufsbildende höhere Schulen (top-level secondary technical schools).

They include the
Höhere technische und gewerbliche Lehranstalten (top-level secondary industrial and trade schools),
Handelsakademien (top-level secondary commercial schools),
Höhere Lehranstalt für wirtschaftliche Frauenberufe (top-level secondary domestic-science school),
Höhere land- und forstwirtschaftliche Lehranstalten (top-level secondary schools in the fields of agriculture and forestry).

These schools, of which those in the industrial and trade fields as well as those in the fields of agriculture and forestry are further subdivided into specializations, cover 5 grades (9 to 13) and presuppose completion of grade 8; there are, however, also special forms for adult students. The curriculum of top-level secondary technical schools is completed with the **Reifeprüfung** (matriculation examination), which, if passed, confers qualification for university studies but also in particular far-reaching professional qualifications.

Berufsbildende Akademien (technical academies).

Akademie für Sozialarbeit (academy of social work), which normally covers 4 semesters and presupposes the Reifeprüfung of an AHS or berufsbildende höhere Schule.

Furthermore, the **Schulen für die gehobenen medizinisch-technischen Dienste** (medico-technical colleges) may also be considered as technical academies. They come under the venue of the Federal Ministry of Public Health and Environmental Protection. The duration of the curriculum ranges from 21 months to 3 years depending on the specialization. As a rule the Reifeprüfung of an AHS or berufsbildende höhere Schule is a condition of admission.

Lehrerbildende mittlere Schulen (medium-level secondary teacher-training schools; normal schools).

The **Bildungsanstalten für Arbeitslehrerinnen** (normal schools for domestic-science teachers) and the **Bildungsanstalten für Kindergärtnerinnen** (normal schools for nursery-school teachers) cover 4 grades (9 to 12) and presuppose completion of grade 8.

The **Bildungsanstalt für Erzieher** (normal school for non-teaching educational assistants, supervisors) can operate courses of a duration varying with the previous schooling of students from 1 to 5 years; the minimum condition of admission is the completion of grade 8.

The **Schule zur Ausbildung von Leibeserziehern und Sportlehrern** (normal school for physical-training teachers and sports instructors) may cover 1 to 8 semesters depending on the previous schooling of the students; the minimum condition of admission is the completion of grade 8.

Lehrerbildende Akademien (teacher-training academies).

The aim of the **Pädagogische Akademie** (teacher-training academy) is the training of teachers for Volksschule, Hauptschule, Sonderschule, and Polytechnischer Lehrgang; as a rule it comprises 4 to 6 semesters and presupposes the Reifeprüfung of an AHS or a berufsbildende höhere Schule.

The aim of the **Berufspädagogische Akademien** (technical teacher-training academies) and of the **Land- und forstwirtschaftliche berufspädagogische Akademie** (teacher-training academy in the fields of agriculture and forestry) is to train teachers for certain subjects or groups of subjects at various types of technical schools; their curricula comprise 2

to 4 semesters, and conditions of admission vary depending on the category of teachers to be trained.

The three types of institutes of further teacher education, viz. the **Pädagogisches Institut** (institute of further training for teachers at compulsory general schools), the **Berufspädagogisches Institut** (institute of further training for teachers at technical schools), and the **Land- und forstwirtschaftliches berufspädagogisches Institut** (institute of further teacher training in the fields of agriculture and forestry), serve both for further teacher training and for educational research in their respective fields.

For the rest, the training of teachers for AHS as well as of teachers of certain (particularly general and theoretical technical) subjects of berufsbildende mittlere Schulen and berufsbildende höhere Schulen as well as of medium-level teacher-training schools is undertaken at the universities.

Essential features of the school structure and of the development of school organization as described above have been the **duration of compulsory general schooling** and in particular its extension in 1962 (Compulsory Schooling Act) from 8 to 9 years, i. e. between the ages of 6 and 15 years. Hence compulsory general schooling normally comprises grades 1 to 9; it is completed at a lower grade only by those students who repeat grades.

The extension of compulsory general schooling by one year was accompanied in 1962 by changes in school organization (School Organization Act), in particular by the establishment of the pre-vocational school (grade 9), extension of the upper cycle of AHS by one grade (grade 13), establishment of the (former) independent upper-cycle form of Musisch-pädagogisches Realgymnasium (grades 9 to 13), extension of the curricula of berufsbildende mittlere Schule and of medium-level secondary teacher-training schools by one grade, extension of the curricula of Handelsakademie and of Höhere Lehranstalt für Wirtschaftliche Frauenberufe by one year (grade 13), the other berufsbildende Höhere Schulen having comprised grades 9 to 13 even before 1962, establishment of the Pädagogische Akademie for training of Volksschule teachers, and liquidation of the Lehrerbildungsanstalt (normal school, grades 9 to 13) where Volksschule teachers had previously been trained.

Transitional provisions assured the application of pre-1962 regulations, particularly as far as the duration of curricula was concerned, for students already attending the types of school in question or entering them no later than at the start of the 1962–63 school year.

In 1969 (Third Amendment to the School Organization Act) the extension of the AHS, which because of the transitional provisions had not yet come into effect, was suspended after a plebiscite, and this suspension was confirmed in 1971 (Fourth Amendment to the School Organization Act) for another period. A further suspension for an additional period was enacted in 1975, viz. now until the end of the 1982–83 school year, in the case of upper-cycle forms with a transitional class until the end of the

Schools, Classes, and Students in the Austrian Educational System in 1975–76

	Number of			
	Schools, total	Private schools	Classes	Students
Volksschule (basic / upper elementary school)	3,590	68	18,502	508,133
Hauptschule (compulsory secondary general school)	1,184	75	14,424	403,197
Sonderschule (special school)	301	8	2,523	34,079
Polytechnischer Lehrgang (pre-vocational school)	481	2	1,207	32,416
Allgemeinbildende höhere Schule (top-level secondary general school)	306	76	5,864	171,950
Berufsbildende Pflichtschulen (compulsory technical schools)	228	9	6,187	172,756
Berufsbildende mittlere und höhere Schulen (medium-level and top-level secondary technical schools)	318	175	3,773	103,398
Fachschulen für Sozialberufe (medium-level secondary schools for social occupations)	18	18	45	1,104
Akademien für Sozialarbeit (academies of social work)	8	6	26	576
Lehrerbildende mittlere Schulen (medium-level secondary teacher-training schools)	38	19	211	6,283
Pädagogische Akademien (teacher-training academies)	14	6	–	9,510
Berufspädagogische Akademien (Technical teacher-training academies)	4	–	–	562
Land- und forstwirtschaftliche Berufsschulen (compulsory technical schools in agriculture and forestry)	73	73	159	3,604
Landwirtschaftliche Fachschulen (medium-level secondary agricultural schools)	126	119	1,249	29,306
Höhere land- und forstwirtschaftliche Lehranstalten (top-level secondary schools in the fields of agriculture and forestry)	12	–	77	2,109
Land- und forstwirtschaftliche berufspädagogische Akademien (teacher-training academies in the fields of agriculture and forestry)	1	–	6	142
Universities and other institutions of higher learning	18	–	–	82,372

The total number of schools (1975–76) is 6,818 with 1,445,076 students and 77,042 teachers. Including the agriculture and forestry schools, the total number of schools is 6,959 with 1,474,991 students and 79,236 teachers (all 1975–76 figures).

1983–84 school year (Fifth Amendment to the School Organization Act). Thus, the upper cycles of AHS continue to comprise 4 grades (9 to 12). In this context the independent upper-cycle form, for which a 5-year curriculum had been provided in 1962, had its curriculum also shortened to 4 grades (9 to 12). The extensions of curricula in technical education and in teacher training, however, remained on the books.

Moreover, and as a complement to the typology and structure of the schools proper, mention must be made of the **institutions of adult education,** whose importance has continued to rise in the last few years.

Within the Austrian school system as described above, the various categories but particularly the various types of schools within a given category are not altogether isolated from each other. Transfer facilities ensure a comparatively high degree of **permeability,** and in this context an important role is played by **educational counselling,** constituting in many individual cases a prerequisite for the utilization of permeability, and not the least of its advantages is an enhanced **equality of opportunity** within the educational system.

V. Main Developments in the Field of Education[1]

In the **medical field,** the federal act of April 29, 1975, Federal Legal Gazette No. 325, regulates that school doctors have to be provided in such a way that they can carry out their tasks in the way stipulated by the various school laws.

In 1976, the Federal Ministry of Education and Arts subsidized a recreation centre for asthmatic children, which took in 39 students in 1976 (26 students in 1975), giving them better educational opportunities for the following school years.

With regard to health education, five (1976) (1975: three) publications "Lehrerinformation – Gesundheitserziehung" (Information to Teachers – Health Education) were made available to the teachers, which met with wide interest, not only on the part of the teachers, but also on the part of other interested bodies.

Both in 1975 and in 1976, information weeks against drug abuse were carried out. In 1975, a large-scale campaign "School Youth without Nicotine" was carried out via TV, radio, the newspapers, and movie-theatre advertisements, attempting to inform young people about the dangers of smoking.

With regard to the **training of teachers,** the 1975 5th Amendment to the School Organization Act made the six-semester training of teachers for Hauptschulen (compulsory secondary general schools), Sonderschulen (special schools), and Polytechnische Lehrgänge (pre-vocational

[1] Order of subjects (reflecting inner organizational structure) as contained in the Annual Report 1976 of the Federal Ministry of Education and Arts

schools) standard forms of training at the Pädagogische Akademien (teacher-training academies), after they had had the status of pilot projects for four years. Considerable internal changes were also made concerning the training of teachers for Volksschulen (elementary schools), though the duration of this course of training was left at four semesters. Since September 1st, 1976, this course of training has been given on the basis of a comprehensively revised curriculum, which takes into account the provisions of the 5th Amendment to the School Organization Act. In this context, provision has been made for a number of electives (majors) (preliminary instruction in a foreign language, learning and behaviour difficulties, pre-school education) and an extended instruction in an elective subject (music, fine arts, handicraft, or physical education).

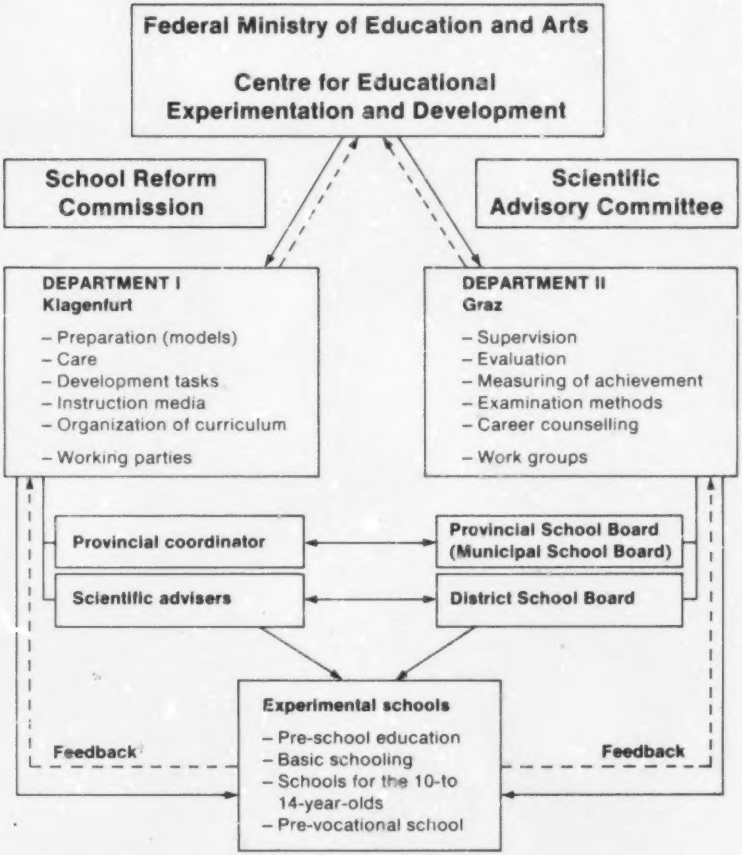
Numbers of Students at the Pädagogische Akademien (Teacher-Training Academies)

Semester	Male		Female		Total	
	1976	1975	1976	1975	1976	1975
1st	797	1,053	2,505	3,047	3,302	4,100
2nd	47	59	69	126	116	185
3rd	1,006	998	2,962	2,743	3,968	3,741
4th	52	54	122	89	174	143
5th	770	540	1,167	801	1,937	1,341
6th	9	–	11	–	20	–
Total	2,681	2,704	6,836	6,806	9,523	9,510

As of September 1st, 1976, 4 Berufspädagogische Akademien (technical teacher-training academies) were established in Vienna, Linz, Graz, and Innsbruck. The ordinances necessary for the commencement of studies were published in the summer of 1976. In the study year 1976/77 these academies were attended by 562 students.

As of September 1st, 1976, the Berufspädagogische Institute (institutes of further training for teachers at technical schools) have ceased to impart initial teacher training and can now concentrate on the further training of teachers at technical schools and for factual research in the field of technical education. At present, there are nine federal institutes, four of which (Klagenfurt, Salzburg, Feldkirch, and Eisenstadt) are conducted in conjunction with the respective Pädagogische Institute (institutes of further training for teachers at general compulsory schools) there. In the study year 1976–77 the Berufspädagogische Institute des Bundes were organizing a total of 570 events for teachers of technical education, an all-time high in the development of these institutes. The amount earmarked in the budget for the Berufspädagogische Institute (institutes of further training for teachers at technical schools) amounted in 1975 to 9 million Austrian schillings for personnel expenditure and 5 million for materials expenditure; for 1976 it increased to 10 million for personnel and to 7

25


Federal Ministry of Education and Arts
Centre for Educational Experimentation and Development
School Reform Commission
Scientific Advisory Committee
DEPARTMENT I
Klagenfurt
– Preparation (models)
– Care
– Development tasks
– Instruction media
– Organization of curriculum
– Working parties
DEPARTMENT II
Graz
– Supervision
– Evaluation
– Measuring of achievement
– Examination methods
– Career counselling
– Work groups
Provincial coordinator
Provincial School Board (Municipal School Board)
Scientific advisers
District School Board
Experimental schools
– Pre-school education
– Basic schooling
– Schools for the 10-to 14-year-olds
– Pre-vocational school
Feedback
Feedback

26

million Austrian schillings for materials. In 1977 it amounts to 23 million schillings for personnel and to 10 million schillings for materials.

Following a referendum in the spring of 1969, a **Parliamentary School Reform Commission** was established, which has been discussing a reform of the entire system of educational aims, contents, structures, methods. The basic principle is that the structural changes suggested should first of all be tested within the scope of scientifically based pilot projects. So far, the work done by the Ministry of Education and Arts and the School Reform Commission has been determined by two efforts at reform, viz. on the one hand by the "external school reform", an organizational re-orientation of education prepared in all fields of education by a comprehensive programme of pilot projects started on a broad basis in 1971–72, and, on the other hand, since 1972, by the "internal school reform", whose legal basis is provided by the School Instruction Act.

In the field of scholastic reform the Zentrum für Schulversuche und Schulentwicklung (Centre for Educational Experimentation and Development) of the Federal Ministry of Education and Arts plays an important part. This Centre comprises two departments, Department I (Klagenfurt) and Department II (Graz), both of which are directly responsible to the Federal Ministry of Education and Arts. The Centre has been entrusted with a twofold task: the scientific preparation, supervision, checking, and evaluation of the pilot projects on the basis of the provisions of the relevant amendments to the School Organization Act, and, secondly, the carrying out of development tasks in the field of education, particularly with regard to such questions as measuring of achievement, methods of examinations, creation of instruction media, and organization of curriculum. The chart on page 26 illustrates the structure of the pilot projects and the interaction of the participating bodies.

During the period under review the meetings of the School Reform Commission covered the situation of the pilot projects in the school years 1974–75 and 1975–76, they discussed documentation of educational research, basic equipment of schools with school books, possibilities of career counselling, as well as remedial instruction.

As of January 1977, the situation in the field of pilot projects was as follows:

- project "pre-school class": 5,000 students taking part;
- "basic-school" projects: 17,000 students in 677 classes;
- "preliminary instruction in a foreign language": approximately 200,000 eight- to ten-year-old students (third and fourth grades) in 6,800 classes;
- "schools for the ten- to fourteen-year-olds": 31,000 students in 1,046 classes;
- projects in the field of the Polytechnischer Lehrgang (pre-vocational school): 9,000 students in 300 classes;
- on the special-school sector: project "integrated comprehensive school": 1,700 students in 63 classes;

– "differentiated special school": 650 students in 36 classes;
– in the allgemeinbildende höhere Schulen (top-level secondary general schools) there are 3,500 students participating in projects in 289 classes (three different models of the upper secondary bracket); and
– in the technische und gewerbliche Lehranstalten (secondary industrial and trade schools) 600 students in 29 classes;
– in the Schulen für Fremdenverkehrsberufe (secondary tourism and catering schools) 200 students in 6 classes; and
– in the Berufsschulen (compulsory technical schools) 3,560 students in 143 classes.

A new pilot project, which is called Eingangsstufe (entrance stage) and which was tested for the first time in the autumn of 1975, is to prevent false starts on the part of school beginners. In this experiment the children are observed during a period of six weeks, and only after this time are they allotted to the first grade of a Volksschule (elementary school), a Vorschulklasse (pre-school class), or a Sonderschule (special school). This "entrance stage" constitutes a combination of pre-school class and first grade of elementary school and is to give the children a good start in school. During the first observation stage, which lasts several weeks, the student can be accurately tested for talent, intelligence, and maturity. It is only after this test that the pupil is allotted to the respective type of school.

Among the **special events** for students, which were carried out in 1975 and 1976, mention should be made of the following:

– Austrian Mathematical Olympics; in the 18th International Mathematical Olympics of 1976 the Austrian pupils were 5th among 19 participating nations;
– "Young People Translate" – this event has so far been carried out in the federal province of Styria only; owing to its success its introduction is intended in other federal provinces as well;
– Austrian Chemistry Olympics; in the 8th International Chemistry Olympics of 1976 in the German Democratic Republic the Austrian pupils were 5th among 12 participating countries.

Since 1974 a comprehensive project for the training of general secondary school teachers in the field of **political education** has been carried out. This programme of further training in a field which is to be introduced by a decree of the Federal Ministry of Education and Arts as a "principle of instruction" in 1977, comprises 33 seminars during a period of 8 months. The aims of the seminars include the working out of methodological groundwork for the practice of political education in the general secondary school, the collection of methodological and organizational experience for the Federal Ministry of Education and Arts for the planning of further measures in the field of teacher training and in-service training.

The programme **"free textbooks"** includes 1,651 school books (school year 1977–78) approved by the Federal Ministry of Education and Arts for use at the types of school regulated in the School Organization Act of

1962, furthermore a large number (school year 1977–78: 691) of non-approved special-subject books for technical and vocational education.

Also audio-visual software is subject to approval, being tested by the Federal Ministry of Education and Research with regard to its educational suitability and approved for use in instruction in the respective types and grades of school. The actual work is being carried out by boards appointed by the Federal Minister of Education and Arts.

In the field of **educational psychology,** in 1976, 29,893 instances of individual psychological testing or counselling of students were carried out, viz. 23,918 for students at the schools of the primary and lower secondary brackets, and 5,975 for students at compulsory technical schools and at medium-level and top-level secondary technical schools. Psychological testing on a group basis was carried out on approximately 40,000 students of all types of schools. For educational guidance after the completion of the 4th, 6th, and 8th grades and for preparation of secondary-school leavers for university study, appropriate information material was distributed to all students of the above-mentioned grades, and to the last-but-one and last grades of the top-level secondary general schools, respectively.

The training and further training of school psychologists was continued in 1976 by the organization of "training courses for the higher service in educational psychology".

In the field of educational counselling, seminars were held for counselling teachers at top-level secondary general schools as well as for counselling teachers at compulsory secondary general schools. The basic idea of this new variant in the field of educational counselling is the experience that counselling, in order to become effective, should not take the form of a single-shot event but rather of a continuous process. This makes it possible to deal more closely with the individual student, and counselling may be rendered more economical and more efficient. Thus it appears necessary that teachers of the various categories and types of schools are entrusted with partial aspects of educational counselling, and hence that they accept training and further training for this activity. These counselling teachers exercise their counselling functions while remaining active in the classroom; they are relieved of a certain number of periods as an equivalent of their counselling activity.

As regards **theatre performances for pupils,** the programme "English Theatre Comes to the Schools" envisaged, for the first time in 1976, 2 tours of the provinces of Austria. In the school year 1975–76, between January and June 1976, 87,500 students of the 8th and 9th grades saw the performances by the "Vienna's English Theatre" of James Saunders' play "A Slight Accident". In the autumn of the school year 1976–77, viz. from September to December, the play "Look Back in Anger" by John Osborne was performed. The performances were attended by 54,500 pupils of the 10th to 12th grades. For preparation purposes the Federal

Ministry of Education and Arts provided a free text to each pupil. In addition to this, there is a programme "The Burgtheater Comes to the Schools", which was extended in the school year 1976–77. 8 different programmes have been compiled according to the requirements of the curricula. Readings are followed by discussions with the actors.

During the period under review, the **"Bildungsbericht 1975"** compiled by the Federal Ministry of Education and Arts within the scope of the OECD country report ("Länderprüfung") on the Austrian educational system was translated into English under the title "Report on Education 1975". This English version was submitted to OECD in September 1976.

In cooperation with the Federal Ministry of Science and Research, a detailed report on the subject "Attitudes towards the Study of the Natural Sciences and Technology / Present Situation and Trends in Austria" was compiled in German and English for the Council of Europe and the Permanent Conference of European Ministers of Education. The report was sent to the Council of Europe in June 1976 and has since been published.

Another report was worked out for the International Association for Educational Assessment on "Admission to Higher Education in Austria". This report is available in English only.

With regard to **Educational Research Documentation,** which was initiated by the School Reform Commission (Economic Subcommission) and is carried out according to an agreement with the Council of Europe, the third enquiry on educational research projects, started already in 1975, was completed in 1976. For the period 1975–76, data on more than 160 research projects could be collected. The projects included largely cover all areas of education, though there seems to be a trend towards research on out-of-school education. In March 1977, the 3rd documentation on educational research was published under the title "Educational Research in Austria 1975–76". This educational research documentation represents the Austrian contribution to the European Information and Documentation System for Education planned by the Council of Europe. Therefore, all project descriptions of the third educational research documentation were submitted to the Council of Europe (data bank of Eudised in London) in English translation. In addition to this, Austria is also active in the Committee for Educational Research of the Council of Europe. In December 1976, a contact workshop was organized by Austria on research work in connection with pilot projects in the schools for the ten- to fourteen-year-olds.

In the **legal field,** the most important federal acts concerning education passed during the period under review included:

– the Land- und forstwirtschaftliche Schulgesetze (Acts on the Schools of Agriculture and Forestry) of April 28th and 29th, 1975, Federal Legal Gazette Nos. 316 through 320, regulating the distribution of responsibility between the federal government and the provincial governments in

matters affecting the schools of agriculture and forestry, regulating the private schools in the field of agriculture and forestry (Land- und Forstwirtschaftliches Privatschulgesetz), the land- und forstwirtschaftliche Berufsschulen (compulsory technical schools in agriculture and forestry), the land- und forstwirtschaftliche Fachschulen (medium-level secondary schools of agriculture and forestry);

- Federal Act of April 29th, 1975, Federal Legal Gazette No. 321, amending the Bundes-Schulaufsichtsgesetz (Federal School Inspection Act), which provides that both types of institutions serving for the training of teachers – formerly only the Pädagogische Akademien (teacher-training academies), now also the Berufspädagogische Akademien (technical teacher-training academies) – shall be directly responsible to the Federal Ministry of Education and Arts. The Pädagogische Institute (institutes of further training for teachers at compulsory general schools) as well as the Berufspädagogische Institute (institutes of further training for teachers at technical schools), however, will continue to be responsible to the respective provincial school boards. The Akademien für Sozialarbeit (academies for social work) will, just like the former Lehranstalten für gehobene Sozialberufe, which they replace on the basis of the 5th Amendment to the School Organization Act, continue to be responsible to the provincial school boards.

- Federal Act of April 29th, 1975, Federal Legal Gazette No. 322, amending the Schulpflichtgesetz (Compulsory Schooling Act), which was necessary to take into account the provisions of the Schulunterrichtsgesetz (School Instruction Act) that had come into force on September 1, 1974, the provisions of the 5th Amendment to the School Organization Act which had come into force on September 1, 1976, as well as the provisions of the Berufsausbildungsgesetz (Vocational Training Act).

- Federal Act of April 29th, 1975, Federal Legal Gazette No. 323, amending the School Organization Act (5th Amendment to the School Organization Act). The most important provisions of this act, which essentially came into force on September 1st, 1976, are the following:

  - principle of coeducation; separation of the sexes in public schools in exceptional cases only, at private schools according to the discretion of the school-maintaining authority;
  - provision for special forms of Hauptschulen (compulsory secondary general schools) with particular attention on fine arts or sports;
  - introduction of the Oberstufenrealgymnasium (upper-cycle form) as a standard category of allgemeinbildende höhere Schule (top-level secondary general school), replacing the former Musisch-pädagogisches Realgymnasium (federal arts-and-education type), which had been included among the special forms;
  - provision for special forms of allgemeinbildende höhere Schulen (top-level secondary general schools) with particular emphasis on fine arts or sports;

- revision of the regulations governing the Berufsschulen (compulsory technical schools), particularly abandonment of the division into gewerbliche (trade) and kaufmännische (commercial) Berufsschulen (compulsory technical schools), and of the allgemein-gewerbliche Berufsschule (unspecialized compulsory vocational school);
- revision of the regulations governing the Fachschule für Sozialberufe (medium-level secondary technical school for social occupations);
- lowering of the entrance age and of the length of studies at the Schulen für Berufstätige (schools for employed persons);
- introduction of Akademien für Sozialarbeit (academies for social work) replacing the former Lehranstalten für gehobene Sozialberufe;
- introduction of Berufspädagogische Akademien (technical teacher-training academies) instead of the former Berufspädagogische Lehranstalten, and concentration of all teacher training at the universities and at these teacher-training academies;
- transformation of six-semester training for teachers at Hauptschulen (compulsory secondary general schools), Sonderschulen (special schools) and Polytechnische Lehrgänge (pre-vocational schools) from pilot-project status into the standard curricula of the Pädagogische Akademien (teacher-training academies);
- pilot projects concerning technical education and special education;
- extension of the period envisaged for the carrying out of pilot projects on the basis of the 4th Amendment to the School Organization Act (with the exception of the pilot projects at the Pädagogische Akademien [teacher-training academies]).

- Federal Act of April 29th, 1975, Federal Legal Gazette No. 324, amending the Religionsunterrichtsgesetz (Religious Instruction Act) (Amendment to the Religious Instruction Act 1975), occasioned by the 5th Amendment to the School Organization Act;
- Federal Act of April 29th, 1975, Federal Legal Gazette No. 325, amending the Pflichtschulerhaltungs-Grundsatzgesetz (Act concerning Basic Principles for Public-School Maintenance), occasioned by the 5th Amendment to the School Organization Act, providing for the abandonment of the distinction between "gewerbliche" (trade) and "kaufmännische" (commercial) vocations, and including the regulation that maintenance of a public compulsory school also includes the provision of a school doctor.
- Federal Act of April 29th, 1975, Federal Legal Gazette No. 326, amending the Schulzeitgesetz (School Periods Act) for the school year 1975–76 on the occasion of the Winter Olympics 1976, providing for semester holidays from February 6th to 14th, 1976, an exceptional regulation for 1976;
- Federal Act of April 29th, 1975, Federal Legal Gazette No. 306, amending the Landeslehrer-Dienstgesetz (Provincial Teacher Service Act), necessitated by the reduction of teaching periods for provincial school teachers, and providing for an adjustment to the Schulunterrichtsgesetz (School Instruction Act) and to the 5th Amendment to the School Organization Act;

- Federal Act of April 29th, 1975, Federal Legal Gazette No. 307, amending the Bundesgesetz über die Ausbildungsbeiträge für Probelehrer (Federal Act concerning Training Compensation for Probationary Teachers);
- Federal Act of July 2nd, 1975, Federal Legal Gazette No. 399, amending the Bundesgesetz über das Ausmaß der Lehrverpflichtung der Bundeslehrer (Federal Act on the Teaching Load of Federal Teachers);
- Federal Act of April 27th, 1977, amending the Schülerbeihilfengesetz (Student Grants Act), improving the conditions of financial support for students;
- Federal Act of April 27th, 1977, amending the Schulunterrichtsgesetz (School Instruction Act). This amendment to the School Instruction Act contains provisions which are to make administrative work easier for the schools, it clarifies a number of deadlines, it is extended to federal schools of agriculture and forestry, takes into account the provisions of the 5th Amendment to the School Organization Act, and introduces a student vice-president for each day of the week in the day-release technical schools.
- On January 1st, 1977, the 32nd Amendment to the Allgemeines Sozialversicherungs-Gesetz (Social Security Act) came into force, which provides social security for all pupils and regular students (1.5 million) in the case of accidents during instruction and on their way to and from instruction. This social security also extends to accidents during breaks, to all sports accidents during physical education, in swimming pools, on the occasion of school outings, practical instruction weeks in rural areas, and skiing courses. With the coming into force of this amendment, the students are insured retroactively as of January 1st, 1956.

With regard to **in-school care for children after normal instruction hours,** there are public and private half and full boarding schools. During the school year 1975–76, the pilot projects with full-day forms of organization ("Ganztagsschule" and "Tagesheimschule", two kinds of full-day school) were further extended.

The "Ganztagsschule" model is characterized by the integration of study-work, which has so far been done out of school, into standard instruction. In the second model, viz. the "Tagesheimschule", the study work of the individual student is supervised in a separate study block added to standard instruction. A factor common to both models is that both care for the students in their spare time and provide a warm lunch.

The pilot projects carried out in the school year 1976–77 have attained the following level: pilot projects with the "Ganztagsschule" are being carried out in 14 public schools with 118 classes, pilot projects with the "Tagesheimschule" in 12 public schools with 64 groups. For the purpose of supervising and further developing the pilot projects a central working party was established with the Federal Ministry of Education and Arts, which aims at a mutual enrichment of theory and practice. This working

party deals with a number of detailed tasks in the methodological field, with the redefinition of project contents (description of models) concerning questions of equipment and finance, as well as with the medical aspects of the pilot projects.

In January 1975, **ombudsmen** were appointed by the Federal Minister of Education and Arts to aid and advise him in all matters regarding teachers' problems and school questions of a general nature. This advisory body has the task of presenting to the general public an image of the function of the teacher in the modern society. The results of the work of these ombudsmen include suggestions concerning measures of rationalization in school administration as well as studies on the organizational and economical implementation of the free textbooks programme. Suggestions have also been made in connection with the practical implementation of the Schulunterrichtsgesetz (School Instruction Act), civil defence, the problems of inspection, attending of classes by prospective teachers, etc.

Education outside the school is promoted by intensive contacts with a number of youth organizations in the form of financial support and the organization of seminars. Particular emphasis has been given to subsidizing centres of youth work or open youth centres.

The **medium-term school development programme** was first decided upon in 1971, an updated version being decided upon and submitted to the National Council by the federal government in 1973. In 1977, a report concerning its implementation as well as a 10-year forecast were submitted to the Nationalrat.

The school-development programme aims at improving essentially the organizational network and the accessibility of the medium-level and top-level secondary schools, in particular in rural areas, in so far as this may be brought about by better geographical distribution of the educational facilities while maintaining economically justifiable school sizes. This development programme is based upon a school attendance rate programme, broken down on the basis of school types and areas of demand, which envisages an increase of educational centres to approximately one third of the 15- to 19-year old population, with an approximate ratio of school types as follows: top-level secondary general schools : top-level secondary technical schools : medium-level secondary technical schools = 1 : 1 : 1.

With regard to the projected **International School** attached to the UN City in Vienna, the educational concept was worked out in 1976, the principal requirements being, in this context, the adjustment of the New York U.N. school model to Austrian facilities, and the selection of a form of organization guaranteeing maximum mobility on the part of the students while, at the same time, taking into account the differing entrance qualifications (both with regard to language and to previous education).

In 1976, 1,105 chairs existed at the Austrian **institutions of higher learning** (1975: 1,100). The number of posts for associate professors

"according to Section 31 of the University Organization Act" (associate professors of the new type) was 300.

The Federal Act on the **Preparatory Courses for the Study Qualification Examination,** Federal Legal Gazette No. 603/1976, provides that, in the future, not only the Reifeprüfung or the Berufsreifeprüfung will open up access to the institutions of higher learning, but also the passing of a study qualification examination. Starting with the winter semester 1977–78, preparation courses may be established at the universities, preparing candidates for this study qualification examination. The curricula of the individual preparation courses have to be laid down by ordinance by the Federal Ministry of Science and Research in cooperation with the Federal Ministry of Education and Arts after consultation of the Rectors' Conference and the Austrian Student Union. These preparation courses are intended to last 10 months. Admission requirements for these courses include Austrian citizenship, a minimum age of 24 years, lack of a university qualification, and passing of an aptitude test before the competent selection commission.

On April 11th, 1975, the Universitäts-Organisations-Gesetz (University Organization Act) was passed by the Nationalrat. As Federal Act No. 258/1975 it came into force on October 1st, 1975. So far, 5 implementation ordinances have been passed. By March 1977, all governing organs as envisaged by the act – rectors, deans, academic senates, on the one hand, and university assemblies and faculty assemblies on the other – had been elected or had constituted themselves, respectively. At present, the reorganization of the institute structure of the universities is being undertaken, which constitutes an essential point of emphasis in the implementation of the University Organization Act for 1977.

Federal Expenditure on Education, Science and Research

	1976*)	1977*)
Total gross expenditure	215,418,871	240,766,719
Annual increase in per cent	16.79	11.76
"Education and arts"	18,217,147	20,599,245
Annual increase in per cent	11.49	13.08
"Science and research"	6,713,274	6,885,952
Annual increase in per cent	17.99	2.57

*) Estimated figures

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